DOCUMENT RESUME

ED 445 418 EA 030 660

AUTHOR Drago-Severson, Eleanor E.
TITLE Helping Teachers Learn: A Four-Year Ethnography of One Principal's Efforts To Support Teacher Development.
PUB DATE 2000-04-00
NOTE 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adult Development; Case Studies; Collegiality; Elementary Secondary Education; Ethnography; *Faculty Development; *Leadership Styles; Leadership Training; Longitudinal Studies; Management Teams; *Principals; Staff Development; *Teacher Administrator Relationship; *Teacher Improvement; Team Teaching; Transformative Learning
IDENTIFIERS Reflective Practice

ABSTRACT

The primary purpose of this paper is to illuminate how a school principal employed three identifiable leadership initiatives to support adult learning within the context of her school and to show how her own thinking about her leadership practices on behalf of teacher learning changed and developed over time. A discussion of current efforts to support teachers' professional development draws on the literatures from staff development, principal leadership, and adult development. Following this is a review of a four-year ethnography. Specifically, a description of the three main initiatives practiced by the principal (teaming, providing leadership roles, and collegial inquiry) to support adult development. Next is an examination of this principal's perspective on the value of engaging in reflective practice and how this context created a space for her to reflect on her leadership. Highlighted are how her thinking about her leadership practices on behalf of supporting teacher learning changed during the four years of this research. Lastly, are suggested some possible implications of developmental theory with regard to principals' practices in relation to supporting adult development in schools. Interviews and observations with the principal and her teachers, administrators, and staff were analyzed. Findings illustrate how adult developmental theory might be bridged to leadership practices aimed at supporting the development of the mind (transformational learning). (Contains 3 tables and 54 references.) (Author/MLF)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 445 418

Helping Teachers Learn: A Four-Year Ethnography of One Principal's Efforts to Support Teacher Development

Eleanor E. Drago-Severson

Harvard University

39 Kirkland Street, Suite #403
Cambridge, Massachusetts 02138
Tel.: 617.864.1060
Fax.: 617.864.1315
Email: eleanor_drago-severson@harvard.edu

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

E. Drago-Severson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Paper presented at the Annual Meeting of the American Educational Research Association: April 2000, New Orleans.

EA 030660

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

Helping Teachers Learn: A Four-Year Ethnography of One Principal's Efforts to Support Teacher Development

Abstract

This paper presents findings of my ethnographic longitudinal study of school leadership on behalf of supporting teacher learning (1991-1995). I examined how a particular principal with a well-informed adult developmental perspective actually employed it through her practices in support of teacher development within a school. Prior to my research, this leadership process in support of adult development within school contexts has not been studied. My study addresses key questions of practical and theoretical importance: What might principals do to support adult learning in their schools? How might school leaders shape leadership practices so that they would support transformational learning--learning that attends to growth of the mind in adults? How might principals support their own development through reflective practice?

Interviews and observations with the principal and her teachers, administrators and staff were analyzed. This research was process-oriented, as the principal engaged in ongoing dialogue and reflection with me about her work and the changes in her practices.

Findings illustrate how adult developmental theory might be bridged to leadership practices aimed at supporting the development of the mind (transformational learning). This research illuminates three initiatives as models for implementation by leaders within their schools and also shows how the principal's thinking about her leadership practices changed during the four years of the research. I highlight the value of engaging in reflective practice as a method supportive of personal and professional growth for teachers and school leaders. This case study illustrates a qualitatively different way of thinking about staff development and transformational learning in adults.

Helping Teachers Learn: A Four-Year Ethnography of One Principal's Efforts to Support Teacher Development

I have visited a large number of schools and worked in several, and I have found an unmistakable correlation between the way a principal works with faculty and the way teachers work with students. I'm not sure exactly what the dynamic is, or precisely how these effects are transmitted, but the relation between principal and teacher seems crucial to the educational process. Barth (1980), Run School Run

Introduction

School principals, as head teachers and leaders, enjoy the great responsibility and privilege of helping teachers learn. Educational leaders across the country have been searching for promising initiatives that will improve school-based professional development for teachers. We know that when a principal employs practices that support teacher learning, the teachers thrive as they are challenged to grow. We also know that there is a strong relationship between teacher learning and student learning (Darling-Hammond, 1999). We need more widespread knowledge about effective programs that support teacher learning by focusing on the ways in which teachers make sense of their experiences (Sykes, 1996; Guskey, 1999). But we do not yet have a shared understanding of what these practices for adult learning are and how they actually work in schools (Darling-Hammond & Sclan, 1996; Guskey, 1999; Levine & Trachtamn, 1997; Renyi, 1996; Sparks & Richardson, 1997).

The purpose of this research, beyond increasing our understandings of how schools can be fundamentally improved, is to create knowledge and stimulate new leadership practices supportive of professional development in our schools. My study addresses key questions of practical and theoretical importance: What might principals do to support adult learning in their schools? How might school leaders shape leadership practices so that they would support transformational learning--learning that attends to growth of the mind in adults? How might principals support their own development through reflective practice?

I examined how a particular principal with a well-informed adult developmental perspective actually employed it through her practices in support of teacher development. My qualitative ethnography, conducted from 1991-1995, was a unique instance in which this leadership process was observable. This leadership process in support of adult development in school contexts has not been studied, although there has long been a need to conduct an authentic study of this important process. This research was process-oriented, as the principal participated in ongoing dialogue and reflective practice with me about her leadership work and changes in her thinking about supporting teacher learning.

The primary purpose of this paper is to illuminate how a school principal employed three identifiable leadership initiatives to support adult learning within the context of her school and to show how her own thinking about her leadership practices on behalf of teacher learning changed and developed over time. The principal and I continued an ongoing dialogue over the four years of the study concerning her work, her reflections on it, the value of reflecting on her practice through reflective practice (collegial inquiry) with me, and the process nature of the study. My research illuminates three initiatives as models for implementation in other schools and also demonstrates the value of engaging in reflective practice for teachers *and* school leaders.

The paper opens with a discussion of current efforts to support teachers' professional development, drawing on the literatures from staff development, principal leadership, and adult development. Taken together, these writings suggest that a significant relationship may exist between the practices of the principal and the growth and development of the adults and children within a school. Secondly, I will review findings from my four-year ethnography. Specifically,

I will describe the three main initiatives practiced by the principal (i.e., teaming, providing leadership roles, and collegial inquiry) to support adult development. In so doing, I use Kegan's constructive developmental theory (1982, 1994) as a lens to inform the ways in which this principal's practices were implemented to support development of the mind. Next, I will illuminate this principal's perspective on the value of engaging in reflective practice and how this context created a space for her to reflect on her leadership. I will then highlight how her thinking about her leadership practices on behalf of supporting teacher learning changed during the four years of this research. Lastly, I will suggest some possible implications of developmental theory with regard to principals' practices in relation to supporting adult development in schools. This in-depth case study illustrates not only how adult developmental theory can bridge to leadership practices aimed at supporting teachers' professional development but also the possibilities of reflective practice for school leaders. These purposes combine to highlight a qualitatively different way of thinking about staff development and leadership supportive of teacher learning.

Theoretical Framework

Researchers and educational practitioners have long recognized that attention to the role of the principal within a school is a key issue for educational learning, change and improvement (Barth, 1990; Howe, 1993; Glickman, 1990; Hersey, 1984; Hargraves & Fullan, 1992; Lieberman & Miller, 1992; Oja & Smulyan, 1989). With increasingly complex demands being placed on teachers, it is crucial that leadership initiatives provide contexts to better support their learning so that they can meet these challenges. It is also critically important for anyone in a principal's leadership role to attend to the growth of adults as well as children (Barth, 1980; Howe, 1993; Kegan, 1994; Kegan & Lahey, 2000; Levine, 1989). Leadership supportive of adult development makes schools better places of learning for children (Barth, 1990; Hersey, 1984; Howe, 1993; Kegan, 1993; Levine, 1989; Lightfoot, 1983; Oja & Pine, 1989).

Despite some theoretical discussions of promoting adult growth and development in schools (Kegan, 1994; Kegan & Lahey, 2000; Levine, 1989, 1993; Oja, 1991; Oja & Smulyan, 1989), the leadership roles and practices of principals in relation to adult development in school settings remains virtually unstudied (Howe, 1993; Levine, 1989; Lieberman & Miller, 1992). Lieberman and Miller (1992) emphasize the need for developing a better understanding of what principals do to facilitate development, as well as how they do it. Adult developmentalists who have addressed staff development practices argue that theories of adult development can be powerful tools for supporting the development of adults in schools (Brookfield, 1987; Daloz, 1986; Glickman, 1985, 1990; Kegan, 1993; Levine, 1989; Oja, 1991). The theoretical work discusses how principals might benefit from re-framing their practices though a developmental perspective (Kegan, 1994; Kegan & Lahey, 2000; Levine, 1989); however, these are theoretical perspectives and there has long been a need to conduct an authentic process study. My research explored how a developmental perspective employed by the principal school leader works in practice.

A Review of the Models of Staff Development

School principals, by virtue of their leadership position, are one of the key influences toward shaping school environments that are supportive of the growth and development of adults as well as the children (Barth, 1980, 1990; Howe, 1993; Levine, 1989). The primary way in which teachers are currently supported in their personal and professional growth is through staff development programs. However, the need for time to be devoted to staff development programs is a recurrent theme in the literature (Bird & Little, 1983; Courter & Ward, 1983; Little, 1984; Sykes, 1996; Renyi, 1996). Staff development is defined as those activities that

improve knowledge, skills, or attitudes of school employees (Elfenbein, 1978; Evertson, 1986; Howey, 1985; Owen, Loucks-Horsley & Horsley, 1991; Roth, 1980; Ryan, 1987).

In reviewing the literature on staff development models currently used in practice (Drago-Severson, 1994), I encountered a variety of different types (see Table 1). I have grouped staff development initiatives into six types of models: training, observation/assessment, involvement-in-an-improvement process, inquiry, individually guided or self-directed, and mentoring models. As Table 1 indicates, the teacher "staff" development literature indicates that models of teacher growth currently practiced vary in terms of their assumptions, expectations, and beliefs about how principals can support teacher growth in schools (Drago-Severson, 1994). The model types in Table 1 are arranged in a sequence that reflects an increasingly "internal" or "self developmental" focus. The models' assumptions, expectations, and beliefs about teacher growth make implicit and explicit internal demands on the participants. Much of what is expected of, or needed from, teachers in order for them to succeed in these staff development models, demands something more than increases in their fund of knowledge or skills. It may demand changes in the *way* they know. Missing from the models is a focus on supporting and challenging teachers' ways of knowing in ways which facilitate development of the mind (Drago-Severson, 1994).

Fullan and Hargraves (1992) find fault with current staff development models, as they neglect the teacher as person and neglect the context as enhancer of or inhibitor to personal growth. They argue that most models either treat teachers as if they are the same, or they too easily label teachers as innovators or resistors. Kegan's theory (1982, 1994) illuminates these differences in behaviors and thinking by relating them to developmental levels; his theory speaks to the ways in which development can be facilitated by providing appropriate supports. These models hold the additional potential for being holding environments for transformations of the mind. By focusing solely on giving teachers information, knowledge and/or developing skills ("Informational models" in Kegan's terms), all expected to be translated into practice, many of the models fall short. As important an agenda as such skill acquisition may be for staff development models, it is not sufficient.

Missing from many of the models is a consideration of individuals' developmental levels, the ways in which people make sense of their experiences, as well as the goal of supporting the development of increasing growth of the mind. Also, the context within which development occurs needs consideration. In this paper, I will employ Kegan's framework (1982, 1994) as a lens to inform practices supportive of development of the mind.

The Literature on School Leadership and The Principal's Role In Relation To the Support of Adult Development in Schools

Current theories on school leadership and the principal's role in relation to adult learning suggest four possible ways in which principals can support adult development. Principals can: create a developmentally oriented school culture (Sarason, 1982, 1995), 2) build interpersonal relationships with teachers (Barth, 1980, 1990; Bolman & Deal, 1995), 3) emphasize teacher learning (Johnson, 1990) and/or 4) focus on teachers' personal growth (Fullan & Hargraves, 1992; Sergiovanni, 1995). However, this literature is almost entirely theoretical; there is little research in any setting on how principal leadership can support adult development (Danielson, 1996; Drago-Severson, 1996; Guskey, 1999; Howe, 1993; Levine, 1993; Lieberman & Miller, 1992). Researchers highlight the need to focus on the teacher as a person capable of developing, and to consider the context as enhancer of or inhibitor to personal growth (Evans, 1996; Fullan & Hargraves, 1992; Renyi, 1996; Sergiovanni, 1995). Thus, research that explores connections between adult development and leadership practices holds great promise.

Table 1: Summary of staff development models

Characteristics	Training	Observation / assessment	Improvement-process	Inquiry	Self-directed	Mentoring
Target of development?	information, knowledge and skills development	new teaching methods through skills development	increased knowledge & skills needed to participate in decision-making	improved decision-making skills, collegiality, collaboration	increased self-direction pursuing self-interests	psychological development of self through context of relationship
Types of initiatives	most in-service, Hunter model	peer coaching, clinical supervision, teacher evaluation	developing new curriculum, research into better teaching, improvement processes	collaborative action research, collaborative research, study groups	self-directed learning, journal writing, evaluation with teacher setting goals	supportive, longer-term relationship
Goals	improved student achievement, improved teacher knowledge & skills	improved student achievement by improving teacher performance	improved classroom instruction practices & improved curriculum	improved teaching practices & improved student learning	improved collegiality & opportunities for reflection	psychological development of self
Mode of delivery	mostly single-shot experiences	several conferences and / or meetings	longer term, may span several years	variable - depends upon context & current problems	variable - depends upon context & current problems	longer term, may extend over several years.
Assumptions	techniques & skills are worthy of replication	colleague observations will enhance reflection and performance	adults learn most effectively when faced with a problem to solve	self- managed & non-hierarchical; teachers have knowledge & expertise that can be brought to inquiry	adults are capable of judging their own learning needs; adults learn best when they are agents of their own development	development occurs in the context of a relationship; mentoring skills can be taught to adults

Though some research has been done relating to principal effectiveness (Scott-McDonald, 1989) and the relationship between the principal and teacher learning in the classroom (Cone, 1992), the question of how leadership styles may or may not be supportive of adult growth within a school had not been investigated prior to this research study. To the best of my knowledge, no research at all had been done in this area. Levine (1989) speaks about this gap in stating, "The constraints and opportunities of schools as contexts for adult growth have yet to be fully tested" (p.199). Her argument emphasizes the context within which principals and teachers operate.

Scholars stress the importance of finding better ways to support those adults who teach and care for children (Barth, 1990; Howe, 1993; Levine, 1989; Leiberman & Miller, 1991; Renyi; 1996). Schools must increasingly become places where the adults as well as the children can grow (Kegan, 1994; Kegan & Lahey, 2000). In this paper I identify and describe the practices and processes of a principal's leadership on behalf of supporting adult development within her school context and also illuminate how her thinking about these practices changed during the course of this study.

Kegan's Constructive-Developmental Theory and Its Use as A Lens for Thinking about Leadership Practices for Adult Development in Schools

Adult developmentalists who address staff development issues argue that knowledge about and theories of adult development can be powerful tools for supporting the development of adults in schools (Kegan, 1994, 1995; Kegan & Lahey, 2000; Levine, 1985, 1989; Oja, 1991). They have criticized current approaches to supporting adult ("staff") development in schools, arguing that adults at different stages of ego, moral, intellectual and interpersonal development respond differently in terms of their attitudes toward and understanding of the options, choices and responsibilities these programs provide (Kegan, 1993; Levine, 1989; Oja, 1991). Since Kegan's theory[1] (1982, 1994) illuminates the importance of "how" people construct their experience and what experiences mean to individuals at different developmental levels, it offers a way to think about providing support to teachers and principals by joining them in their way of organizing their experience(s).

Kegan and Lahey (1984) argue that a leader's actions might be understood, experienced and responded to differently depending upon the ways in which a follower constructs his or her reality. As Table 2 shows, the meaning-making system dictates how learnings will be taken, managed, handled, used, and understood towards teacher growth[2]. Constructive developmental theory highlights the problem that the developmental demands placed upon adults who are participating in staff development initiatives may be beyond their capacities. Kegan's theory focuses upon the supports and challenges to a person's current meaning system, supports and challenges that facilitate growth. Therefore, Kegan's theory (1982, 1994) was employed as a lens to make apparent the interplay between a person's developmental capacity and his or her readiness to engage in initiatives aimed at development of the mind.

Drawing upon Kegan's theory (1982, 1994) which considers how the workplace can be a context of support and challenge for individuals' development, this research study focused upon

---

[1] Kegan's (1982, 1994) constructive developmental theory attends to the ways in which people make sense of their experience with respect to cognitive, intra-personal, and interpersonal lines of development. His theory is composed of six qualitatively different systems of thought or balances of subject-object relations.

[2] According to Kegan's constructive developmental theory (1982, 1994) growth is defined in terms of the process of increasing differentiation and internalization; human beings are involved in the process of growth consisting of a constant renegotiation of what is self and what constitutes other. In this paper, I refer to growth in terms of a person's capacity to better manage the complexities of everyday living.

Table 2: The six stages of Kegan's constructive-developmental theory

Stages	Stage 0 Incorporative	Stage 1 Impulsive	Stage 2 Imperial	Stage 3 Interpersonal	Stage 4 Institutional	Stage 5 Interindividual
Underlying structure (subject vs. object)	S - Reflexes (sensing, moving) O - None	S - Impulses, perceptions O - Reflexes (sensing, moving)	S - Needs, interests, wishes O - Impulses, perceptions	S - The interpersonal, mutuality O - Needs, interests, wishes	S - Authorship, identity, psychic administration, ideology O - The interpersonal, mutuality	S - Interindividuality, interpenetrability of self systems O - Authorship, identity, psychic administration, ideology
How the self defines itself			Self-interests, purposes, wants, concrete needs	Valued others' (external authority) expectations and opinions	Self's values, own internal authority	Multiple self-systems, openness to learning from other people
Orienting considerations / concerns			Dependence on rules, decisions are based on what the self will acquire	Dependence on external authority, acceptance and affiliation are crucial, self feels responsible for other's feelings and holds others responsible for own feelings, criticism is experienced as a threat to the self	Reliance on own internal values, criticism is evaluated and used according to personal standards, concerned with competence and performance, can hold contradictory feelings simultaneously	Commitment to self-exploration, engaging with conflict is an opportunity to let others' inform and shape one's own thinking, conflict and change are basic to life and opportunities to enhance thinking
Guiding questions for self			"Will I get punished?," "What's in it for me?"	"Will you (a valued other/authority) still like/value me?," "Will you (a valued other/authority) still think I am a good person?"	"Am I maintaining my own standards and values?," "Am I competent?," "Am I living, working, loving to the best of my ability?" "Am I achieving my goals and reaching for my ideals?"	"How can other people's thinking help me to enhance my own?," "How can I seek out information and opinions from others to help me modify my own ways of understanding?"

"Stage" and "Underlying Structure" rows of Table 2 are from: Kegan (1982), pp. 86-87.

bringing together literature and theory from the fields of adult development and school leadership, so that connections and differences could be explored. This theory was also used to aid in extracting the developmental elements of the principal's initiatives, thereby highlighting the ways in which her initiatives held the potential to facilitate development of the mind and (in Kegan's words) "transformational learning."

Constructive developmental theory also helps in understanding the unrecognized demands staff development models make upon how adults know and understand themselves, others, and the world. By considering the structure and process of a person's meaning system, constructive developmental theory may inform leadership practices and notions of teacher growth hidden within staff development models, but driving them nonetheless. Kegan's (1982, 1994) theory offers a way of understanding implicit and explicit developmental demands placed upon adults which call for not just a change in the skills or amount of knowledge a person possesses, but also for a qualitatively different, more complex way of organizing or making sense of reality.

My research study was driven by the following questions: 1) How does this particular principal exercise her leadership on behalf of promoting adult growth? and 2) How do others (i.e., teachers, administrators, & staff) understand and experience the principal's actions and words? In this paper I will focus on presenting findings that relate to my first research question and also discuss how this principal's thinking about her leadership practices in support of adult development changed over time.

Methodology

Interviews (65 hours with the principal and 18 hours with teachers, staff and administrators), observations (100 hours), and documents were the three primary research instruments employed. Grounded theory was developed by triangulation of data.

Participant Selection: The principal for this research was purposefully selected as one who: 1) has demonstrated an understanding of and employs a developmental perspective in her leadership for supporting adult growth within a school, 2) was fulfilling a school leadership appointment in which she was actively practicing and striving to promote adult development, e.g., Boston area K-6, and 3) presented a history of such practices for a reasonable period of time, e.g., 3-5 years.

Data Collection

Interviews: Over 4 years, I conducted and analyzed the content of 65 hours of open-ended qualitative interviews (tape-recorded and transcribed) with the principal. Topics included her work, leadership, changes in her thinking and practices, bringing theory to practice in a school, building community, collaboration, and teacher support. Additionally, memos written to me by the principal concerning her thoughts about the study and its issues were analyzed, providing validity checks as well as important feedback. Also, eighteen hours of open-ended qualitative interviews were conducted with 11 volunteers of this school's 28 teachers, administrators and staff who varied with respect to number of years in education, number of years at the school, gender, race, ethnicity, and position held. Different perspectives were represented.

Participant Observations: 65 public and private meetings were observed (100 hours) including: faculty, board, parent, administrative team and individual meetings; classroom observations; evaluation and goal-setting conferences; and "shadowing" the principal in her workdays.

Documents: Approximately 95 documents were collected and analyzed including: principal's speeches; personal communications with community members; and various school documents.

Data Analysis

All collected data was read and coded for inductive categories and themes on an ongoing basis over all four years of research. Field notes, including theoretical notes (a form of analysis), were systematically taken, recorded, read and analyzed. Summary analytic memos (Maxwell, 1996) were written following each visit, interview, and observation. Follow-up interviews with the principal took place shortly after she received and reviewed a transcript of a prior interview in order to more fully understand and probe her perspective on issues. This iterative process (rounds of interviews on the same topic) provided a rich context for reflection and an opportunity to validate accuracy of data and interpretations.

Patterns across categories were further explored by creating narrative summaries (Seidman, 1991) and constructing matrices and displays (Miles & Huberman, 1994). Displays were examined for both "confirming instances" and "disconfirming instances" of categorized themes (Miles and Huberman, 1984, p.216). Additionally, these displays and other aspects of analysis were discussed with other researchers in order to incorporate alternative interpretations.

Validity: Possible biases were explored with study participants as well as with members of my own researching community; evidence was re-examined for alternative plausible interpretations and assessment of apparently discrepant evidence before being incorporated into analysis and final work. Possible researcher effects were discussed with all participants in order to consider any influences my questions, my presence, or I may have had upon participant responses. Longitudinal ethnographic research was employed to minimize possible sampling effects (not seeing the whole picture). To protect rights and privacy of all involved, identities of all participants remain confidential and names were changed in writings.

While no broad claim is made that research findings relating to this particular principal and school context should be generalized to other principals and/or school settings, Becker (1990) maintains that, "You can develop generalizations by seeing how each case, potentially, represents different values of some generic variables or processes" (p.240). A goal of this work, however, was to develop theory that can be generalized to this particular principal and the adults participating in the study.

Results

This research revealed that the principal's (hereafter, Annie, an alias to preserve her anonymity) leadership in support of teacher development focused upon collaboration and the welcoming of differences. I will describe how, as principal adult developer, Annie created opportunities for transformational learning. Findings illustrate what Annie's developmental initiatives looked like in practice, how and why they worked to support teacher development, and the changes in Annie's thinking about her leadership on behalf of supporting teacher learning during the four years of this study.

In Table 3, I present a conceptual overview of Annie's developmental leadership theory and the initiatives she employed in implementing her theory in practice. This table also provides an overview of the territory I will discuss in this paper (in particular levels 2, 3, and 4). Level 1 on this diagram illustrates the three major aspects of Annie's leadership theory. Level 2 shows the three main initiatives; these initiatives arise out of Annie's philosophy of leadership and were used by Annie to implement her leadership theory into practice (I refer to Annie's intentional efforts to support adult development as initiatives). Level 3 presents particular expressions of the three initiatives Annie employed in her practices on behalf of supporting adult development. Level 4 discusses how the initiatives or practices actually support principles of adult developmental theory. As Table 3 indicates, Annie used all three initiatives to implement the three aspects of her developmental leadership theory into practice. In this paper I will discuss how these three initiatives are developmental in nature meaning that they hold the potential to

Table 3: Conceptual Framework for Findings From Research Study

LEVEL 1 Aspects: Philosophy (Espoused Beliefs)	Shared & Inclusive Leadership	Community & Community Building	Embracing Change & Fostering Diversity
LEVEL 2 Initiatives: Actions in Practice	Teaming	Providing leadership roles	Collegial inquiry
LEVEL 3 Particular Expressions of Initiatives	1) "What do you think?" 2) Annie & Board members, Educational & Administrative Teams work toward strategy development & shared decision making 3) Sch. Psychologist. & Annie, Teacher Teams 4) Teachers problem solve in cross-functional teams 5) Parents form teams	1) Parents in Roles 2) Teachers and Staff in Roles (e.g., teachers become administrators, staff become team leaders) 3) Exp. Teachers mentor Associate teachers (graduate students) 4) Teachers have authority for decision making 5) Teachers and Administrators have primary responsibility	1) Free writing in faculty meetings 2) "what do you think?" 3) Brainstorming before important discussions 4) Journal writing & sharing of thinking 5) Goal setting with Annie and fellow teachers 6) Engaging in discussion for conflict resolution 7) All adults in school community engaging in reflective practice and writing for the school's self-study and formulation of goals and school mission

LEVEL 4 Analytic Level Developmental Principles Supportive of Transformational Learning These are opportunities which help individuals to move aspects of their thinking from being subject to them (or identified with them) to being able to take them as object (or reflect on them) so that individuals can be in relationship to them rather than run by them.	1) Creating a safe environment in which people feel comfortable sharing their perspectives, taking risks, and exploring alternative points of view 4) Creating opportunities for individuals to alter their thinking and assumptions and act upon act upon or test new ways of thinking	2) Challenging each other's and one's own thinking and assumptions	3) Providing opportunities for individuals to actually name or put into words on paper or orally aspects of their own thinking and assumptions which provides a space for individuals to be in relationship to their own thinking and assumptions

To support transformational learning. I will also illuminate how Annie's thinking about her leadership changed during the course of this study.

Annie employed many staff development initiatives that supported adult development within the school. Although Annie employed both types of staff development models described by Kegan as "informational" (those models focusing on providing participants with information and skills) and "transformational" (those holding the potential to attend to growth of the mind), her practices seemed to focus more upon creating "transformational" opportunities that served as supportive contexts for adult growth. Transformational models have the potential to facilitate development of a person's way of knowing and understanding the world.

In the following section, I will first briefly describe the three main aspects of Annie's developmental leadership theory. Next, I will illuminate the three initiatives that she employed to translate her theory into practice. Lastly, I will illuminate how Annie's thinking about her leadership practices aimed at supporting adult learning changed during the four years of this study.

Discussion

How might a school leader incorporate certain features or shape her leadership practices and initiatives so that they would be supportive of transformational learning and development? What would leadership and leadership practices look like if a transformational approach, one similar to the model used when thinking about supporting children's development, were in place to support the growth and development of adults? What might such leadership initiatives look like?

Three Aspects of Annie's Developmental Leadership Theory

The three aspects of Annie's developmental leadership theory were: 1) "Shared and Inclusive Leadership" (e.g., encouraging others to engage in dialogue and participate in shared decision-making), 2) "Building School Community" (e.g., establishing structures within the school context such as mentoring programs and community events that encouraged people to assume leadership roles, share in decision making, create school values, build relationships by sharing experiences, and reflect upon their practice), and 3) "Embracing Change and Fostering Diversity" (e.g., supporting adults as they initiated and managed change in the school context).

Shared and inclusive leadership, aspect #1, brought together Annie's values for and demonstrated practices of sharing and including others in her leadership. As school leader, Annie believed that being inclusive and sharing her leadership was very important. She demonstrated this belief and value by implementing practices that focused on encouraging individuals in the community to: 1) share their ideas and contributions regarding leadership of the school, 2) work and collaborate in teams, 3) accept greater responsibility by welcoming participation in leadership roles, and 4) share power and authority in decision making. Annie thought about her practice of shared and inclusive leadership as being quite different from the practice of delegation. In the last year of the study, Annie shared her reflections about my question regarding her view of the differences between shared leadership and what people normally refer to as delegation, by stating:

> Shared leadership can have delegation, or better collaboration, as a component, but delegation by itself may not have anything to do with shared leadership. In its most basic form delegation is simply assigning a task. Perhaps the person assigned the task has a sense of the larger purpose, perhaps not. Shared leadership is anything but basic. It is a higher order of conception of common goals, mission, purpose jointly owned and implemented.

While colleagues who share leadership may delegate to each other certain roles or functions, there is a collaborative feel and effort.

The second aspect of Annie's developmental leadership theory was community and community building, which centered around creating a sense of community by encouraging collaboration and providing opportunities for building interpersonal relationships with community members, young and older. This aspect illuminated Annie's values and beliefs about building a school community which had a shared vision; a community which celebrated the importance of sharing values and experiences. Annie's focus was set upon creating a school context that nurtured and supported the development of both the adults and the children. She encouraged people to work together.

Kegan and Lahey (2000) argue that providing adults with good problems to solve helps create a school context facilitative of development of the mind. Annie invited community members to bring their unique perspectives and beliefs to their tasks in several areas of the school. Certain activities were, in Annie's view, important to building community. For example, Sharing Assemblies, organized to happen once each week, were also opportunities for parents, children, faculty, staff, and administrators to strengthen relationships and develop the school community by sharing their work, their projects, and their ideas. Annie frequently invited community members to assume leadership roles in these activities.

The third aspect of Annie's leadership theory was embracing change and fostering diversity. This centered around the high value Annie placed on change (for the better) and respecting difference (of opinion, of perspective, of people and their backgrounds) in the school's learning and growing environment. Annie's interest in managing change related to her desire to help the school continuously improve and to meaningfully support the adults within the school to develop both professionally and personally. This aspect of Annie's theory related to fostering change in the school, appreciating and embracing differences and variation, effectively handling conflict (interpersonal, content, and policy related), celebrating a value and practice of diversity, evaluation and goal setting processes, and a focus on supporting adult development amidst the change and diversity. The way in which Annie facilitated, heard, attended and responded to individuals and their ideas was often cited by community members I interviewed as being one of her strengths. Annie appeared to work at hearing differences as well as similarities; she wanted to understand the hopes and desires community members held for their future and the future of Gardner Academy[3].

Annie's Leadership Initiatives Employed In Implementing Her Developmental Leadership Theory

In this section I will discuss the three main initiatives Annie employed to translate her leadership theory, thinking and beliefs into practice. My aim is also to highlight how Annie's initiatives on behalf of supporting transformational learning were developmental in orientation. I will explain how Annie thought about these initiatives, what they looked like in practice, and how they worked within the school to support teacher development. Annie employed her initiatives to support ongoing and continuous adult development.

To translate her developmental leadership theory into practice, Annie employed three distinct but mutually-influencing leadership initiatives (aimed at development of the mind) with teachers, administrators, staff, and parents: 1) "Teaming" (i.e., sharing in work, strategy development and decision-making), 2) "Providing Leadership Roles" (i.e., sharing authority), and 3) "Collegial Inquiry or Reflective Practice" (i.e., providing a supportive context for shared reflection through

3 "Gardner Academy" is not the school's actual name but rather an alias to preserve the school's anonymity.

the use of writing as a tool for reflection or by encouraging adults to share their perspectives in discussions and engage in reflective conversations during faculty, team, and individual meetings). I use the term "collegial inquiry" to refer to those developmental practices that Annie employed with community members to create spaces in which adults were invited to share their thinking about their work. Collegial inquiry is an example of the broader concept of reflective practice. While employing her initiatives Annie attended to *how* adults at different developmental levels appeared to make sense of their experience, so that she could provide appropriate developmental supports.

Annie's First Developmental Leadership Initiative: Teaming

Annie employed a developmental practice of teaming in order to share her leadership, build community, encourage communication and enhance the implementations of changes. The initiative of teaming served as a context for growth and development of team members and for Annie, since she herself was an active and participating member of various teams at Gardner Academy. In Annie's view, teaming individuals together provided opportunities for receiving feedback on ideas, sharing diverse perspectives, and supporting adult development. Annie summarized her thinking about the importance of a trusting relationship with fellow team members in this way (1992):

> The ability to tolerate and even invite disagreement and confrontation is important, I think. It's too easy to have [pause] and want people near you to agree and support. A key to good leadership is finding people whom you can trust enough so that they can disagree and confront you in a way that's not ultimately threatening.

Annie valued the contributions her team members made and she depended upon their providing her with diverse viewpoints even when they were not in agreement with her own viewpoint. She saw the practice of inviting adults to work together in teams as an essential element to good leadership as well as a remarkable opportunity for adult development.

Teams were part of every working day for almost all adults at the school. For example, teachers taught in teams. Associate teachers (graduate-level educators at a nearby college) were teamed up with a different, experienced teachers during each semester of their year at the school. Teachers, administrators and staff worked together on different teams (e.g., multicultural curriculum team, diversity team, computer team). Teams of teachers and, oftentimes, teams of teachers and administrators worked together on projects to develop competencies and achieve school objectives (e.g., development of an integrated curriculum). The team approach appeared helpful to community members in their building of relationships and connections with each other and not experiencing feelings of isolation.

Teaming individuals together emphasized Annie's value for inviting and encouraging the participation of community members in intellectual efforts that were collaborative (joint inquiry). Annie requested that teams be used extensively for school issues and matters, and she herself organized many adults in the school to work in teams and encouraged frequent communication within and among such teams. Teaching teams worked together on a daily basis. Other teams met on a weekly basis, and some teams would meet monthly. Team members were encouraged to share perspectives, information and knowledge and expertise.

In Annie's view, teams were made up of people who performed different functions at the school. Annie believed that working together in teams created a context for exploring assumptions. In her view, this was critical to supporting adult development. She stated, "Since assumptions underlie and influence all our work, it seems to me better to identify them and

understand their power than to submerge them and thereby allow them free reign." Working in teams provided one context for exploration of assumptions toward self-development.

Developmentally speaking, the practice of teaming promoted the sharing of information and perspectives; it also provided an opportunity for individual team members to articulate and become more aware of their own and other people's thinking. For example, Annie worked with various teams composed of teachers, parents, administrators and staff members during hiring processes. She said that it was vital for her and other administrators to include members from the broader school community in hiring decisions. Each of these teams interviewed candidates and was requested to share with Annie, and with other teams, their perspectives about candidate strengths and weaknesses. Annie emphasized the importance of having community members present their own perspectives regarding issues. She stated (1991):

> ... We are always talking about it in our team meetings, about not becoming too much like each other, and valuing our differences, because unless we are able to think differently, and react differently, then we don't have any check among ourselves.

Annie said she needed "community support" toward making a collaborative decision. Working with teams, in Annie's view, enabled her and other community members to broaden their own perspectives. She said (bold font is used to note emphasis in speakers voice):

> ... When I have to make a decision, and I **almost always do this**, I try to **expand** the circle of **input** so that I get a **better** perspective. And I usually, I think, **err** on the side of being **too flexible**.... ... [I] to try to work on a solution that **honors** the **needs** and the **voices of all the people.** And, you know, you **can't** always do it. And this goes back to, "Can you please all the people all the time?" **Absolutely not**! [little laugh]

Teaming was an important avenue for growth and development of community members, in Annie's view. She stated that she was able to see growth in community members through her work with them both in teams and as individuals. She stated (1992):

> I know when growth is happening for other people because they tell me – [that's] rare -- because they talk about themselves in ways that I recognize as growth -- even though they may not recognize it as such, or because I see changes in meaning making and/or behavior over time as I observe or interact with others.

Teaming and working with others provided an avenue for Annie to work with others, observe their growth, and stay alert to opportunities for adult development. At the same time, Annie believed it also provided an opportunity to build relationships with others in the school community. Teaming provided a safe context for both shared and individual reflections about important school and professional issues. For example, team members might encourage each other to test new curriculum ideas, to work together for improved policy or curriculum responses, and thereby create a context where individuals become more aware of and voice their beliefs and values.

By implementing a team approach, Annie appeared to use several principles in line with constructive developmental theory. I draw attention to the ways in which Annie employed teaming as a developmental practice. The context of working with colleagues in teams created a safe place for individuals to share perspectives and challenge each other to consider new ways of thinking and acting. For example, when working in teams, each team member was encouraged to have a voice in the ongoing dialogs and conversations, to become more aware of one's own thinking, to articulate assumptions, and to envision alternative ways of acting and reacting. Individuals working in teams appeared to provide support to each other, as team members tested new thinking and became increasingly able to reflect upon certain aspects of their thinking.

Developmentally speaking, the initiative of teaming appeared to provide a safe "holding environment" (Kegan, 1982, 1994) in which people were encouraged to share their thinking, take risks, and explore their own and other people's perspectives. Learning to understand and appreciate the perspectives of others could enhance the potential for individuals to better manage situations where multiple perspectives are present. Participants can release themselves from an embeddedness in their own perspective, an inability to see other people's meanings. Most importantly, articulation of a perspective might help facilitate development since it allows greater opportunity for people to reflect upon way(s) of knowing. This voicing of opinions and beliefs could be perceived as risky for individuals at different developmental levels (see Kegan, 1994). The team structure provided a safe context within which to voice and share one's thinking.

Annie's Second Developmental Leadership Initiative: Providing Leadership Roles

> *By providing leadership roles I mean giving other people the primary responsibility and authority for doing some work or making a change.... Because although people would keep me informed, they would primarily do it on their own.* (Annie, 1992)

Providing leadership roles was a second initiative Annie employed toward translating her developmental theory of leadership into practice. By providing individuals with leadership roles, Annie said that she sought to encourage individual community members to make their ideas and voices heard in the community, and for them to also assume responsibility for the success of events, ideas or programs. It was a way in which Annie was able to share her leadership by inviting other community members to share power and decision making authority.

Providing leadership roles was an initiative used by Annie to create opportunities for any community member to learn from the experience of being "in-charge" of a task. In Annie's view, individuals grew and developed from being responsible for an idea's creation, development, or implementation. For example, if any Gardner community member offered a new idea for implementation, Annie encouraged that person to develop a proposal and to share his idea with the community toward implementing the change. Even the work of developing the proposal, either independently or in a team, appeared to encourage the development of certain abilities, skills, or capacities in community members. Teachers, staff, administrators and parents were all invited, at different times, to embrace leadership roles. In Annie's view (1992), providing others with leadership roles was important because such opportunities invited individuals to engage in:

> Role taking as opposed to role playing. Giving people actual opportunities to take a real role and, thereby, experience what it feels like to experience what the complexities are. That's a really good thing. That's one of the things that I really like about shared leadership because **people never understand what it's like** to be the **leader** unless they have an opportunity to be a leader in something. And that's **helpful.**

Leadership roles were, in most cases, carried out within supportive contexts for risk-taking and exercising authority. In some cases, leadership roles served as contexts supporting development in which an individual might contribute an important piece of self-authored work to the community, gradually taking on more responsibility over time. In these leadership roles situations, the potential was greater for adults to become increasingly aware of their own assumptions. The mutually-supportive process of working with another, more experienced professional served as a holding environment for growth and transition. Although the forms of support and challenge varied (as they should), depending upon the way in which an individual organized or constructed his or her experience, the provision of leadership roles offered the promise and potential to facilitate growth of the mind, its competencies and its capacities.

A leadership role was one in which a person acted as a meeting facilitator, a brainstorming-session leader, a project manager, or a leader in sharing his/her voice, opinion, expertise, or vision. In any of these positions, the person with the role was assuming responsibility and authority for work. Depending upon the role, individuals appeared to assume different degrees of responsibility and different levels of authority. Other examples of leadership roles included: experienced teachers assuming leadership roles as they engaged in mentoring associate teachers (graduate students); teachers and administrators working together to design and implement new ideas (e.g., a newly developed integrated curriculum); teachers assuming leadership roles in writing the school's self-evaluation report; and teachers assuming leadership roles as administrators.

Annie welcomed and stayed sensitive to opportunities to invite community members into leadership roles. Providing leadership roles was a way of inviting adults to participate in growth-enhancing activities, as did Annie herself. In deciding upon an individual to be offered a leadership role, Annie (in collaboration with division directors) reflected upon the following:

> I consider their **readiness** and their **desire**. I consider their capability. I consider their ability to be disembedded from their own particular job description. I consider their **growth** and **potential**. And I consider their **perspective** on the issue. Although I have appointed people to leadership positions, or asked them to take leadership positions when I know they don't have the same philosophy, say, on this discipline issue.

The "discipline issue" to which Annie referred was an example of providing teachers with leadership roles. Annie selected a committee of teachers appointed to leadership roles. Their work was to reflect upon discipline issues at the school and to work with colleagues at a local university who were holding discussion groups about discipline issues in schools. These members of Gardner Academy, in their leadership roles, would also be talking with the school community at large, sharing their learnings in order to help the school develop or change current philosophies and practices related to discipline. Annie saw such leadership opportunities as important for getting work done well and for helping people learn to welcome leadership challenges. When "anointed" with a leadership role, a person had the opportunity to become more aware of and discuss personal ambiguities and his/her *own* lack of clarity about ideas, especially when working with others in the community and operating within the support of a mentoring relationship.

Working in these roles also allowed individuals to experience what it was like, in Annie's view, to experience first-hand the challenges of leadership. Annie spoke about a faculty meeting in which several teachers had assumed leadership roles in sharing a proposal for a new idea:

> ... What happened was they [those teachers in leadership roles] experienced viscerally how hard it is when you get in that **stuck place**. And when we got to, 'Well, what do we do next?' They [pause] really came up against the limitations of their differences.

Working with others in a leadership role held the potential for helping to uncover assumptions guiding actions and possibly testing out new ways of acting.

Annie also promoted involvement and leadership among the adult community members because these leadership roles helped get needed ideas from knowledgeable and well-informed adults in the community. She stated (1992):

> I consider leadership the opportunity to have a meaningful voice in a dialog. In a way, anytime somebody speaks up and takes responsibility for their communication, they're providing some form of leadership. The more that happens, the more voices that come into the conversation, the more shared leadership has the potential to take hold.

Developmentally speaking, these roles held the potential for creating a context within which individuals "anointed" with roles had their thinking supported, and also challenged, by Annie and other members of the school community. These conditions, the supportive challenging of another's thinking, established by the provision of leadership roles held the potential to facilitate growth of the mind. People in the roles broadened their own individual perspectives by working closely with colleagues with whom they might not ordinarily work.

Working with others while thinking about how to carry out the role -- and in carrying out the role, created opportunities for other individuals to support the person with the lead role as he or she came to a greater awareness of his or her assumptions, many times considering and experimenting with new ways of acting. In essence, these roles created spaces where individuals had the opportunity to move aspects of their thinking from being subject to it (the aspect) and identified with it to being able to take it as object (and have greater perspective on it). The mentoring process appeared to be a supportive relationship in which the individual could feel not only support, but also challenge as he or she reflected on his or her thinking. These leadership roles held the potential for growth in terms of transforming an individual's thinking.

Different community members experienced leadership roles in different ways. Some people welcomed the challenges and opportunities presented by the leadership role; they embraced the new assignment. Others appeared less comfortable with the leadership role; the opportunities presented may have appeared as something less desirable to them or not in-line with their career goals or interests. Annie considered these roles to be important opportunities for facilitating growth and development. However, she also understood that some teachers and administrators experienced this initiative as too challenging and demanding on them in terms of the time, effort and energy needed to participate while simultaneously handling their teaching workload and responsibilities.

Developmentally speaking, leadership roles as an initiative provided a context for growth. Annie's aim was to provide these roles as appropriate challenges to people's growth and development. She and others invested time, effort, and best thinking into supporting individuals who accepted these leadership roles. It is important to recognize that this practice of providing leadership roles held the potential to not only support the development of individuals, but also to support the development of people at different stages of meaning-making.

Annie's Third Developmental Leadership Initiative: Collegial Inquiry

We know the activity of sharing encourages teachers to reflect .... (Annie, 1993)

In her everyday work as principal of Gardner Academy, Annie often called upon a particular developmental initiative that invited people to engage in reflection and share their perspectives about their work and ideas. This collegial inquiry initiative is but one example from the larger developmental concept known as reflective practice. Annie employed this initiative as a way to create opportunities for community members to confront, challenge, and offer support to one's own or another person's thinking and also to create opportunities for individuals to unveil their internal assumptions which inform actions within a context of support for critical reflection. Reflective practice, in general, promotes moving aspects of one's thinking from subject to object where the aspect of thinking can be *seen* and *looked at* rather than understood in a manner limited to the *way* we *see*.

Annie used many and varied forms of collegial inquiry. Examples of the ways in which Annie employed the collegial inquiry initiative include: 1) discussions in faculty and team meetings (e.g., community members were invited to share their thinking and feelings with the

community after they privately wrote a response to the sentence stem, "I'm afraid of evaluations because..."), 2) inviting faculty members in such meetings to privately reflect on their thinking and feelings about current practices by writing in their journals followed by public discussion and a sharing of perspectives, 3) participating in the collaborative process of goal-setting and evaluation with community members, and 4) inviting teachers and administrators to use collegial inquiry when engaging with conflict toward resolution. This initiative relates to practices and intentional efforts Annie used to encourage community members to engage in reflection.

Almost like grown-up students found in so many other adult classrooms, people at Gardner Academy met often to engage in certain learning exercises. It was the spirit of collegial inquiry that focused teams on reflecting, independently as well as in groups, on their own and the school's goals, missions, and aspirations. Annie oftentimes specifically invited faculty and staff to engage in collegial inquiry during school-wide faculty meetings, divisional faculty meetings, teams meetings, and smaller group meetings; even meeting dyads of professionals were reminded about using reflection as a tool for growth. The developmental idea behind the importance of unveiling assumptions is that by encouraging a person to uncover her own assumptions which guide thinking and behaviors, she will be freed-up, in a sense, to understand how assumptions inform problem-solving and be better able to engage in conflict and learning because she may be less subject to aspects of her own thinking and be better able to reflect upon those aspects with which she may have previously been identified.

By setting up situations within which adults worked together to explore perspectives in a safe atmosphere, one supportive of risk-taking, Annie's intention was to "raise people's consciousness" about the diversity of thinking present in the community, and to encourage community members to "honor and respect such diversity" and difference, and to learn from it. Annie believed that reflective dialogs in which community members were encouraged to share their thinking would also help people broaden their perspectives. This was important to growth and development, in Annie's view: "I think the more perspective people have, the better they're going to be as adults." The initiative of collegial inquiry invited teachers, administrators and staff to interact, and reflect together with members of the community with whom they might not normally have these kind of reflective conversations. Annie believed that these open conversations helped herself and others broaden their perspectives by envisioning a different picture, the bigger picture:

> ... I think, the more you're able to disembed yourself from the things around you, which is the way I understand more advanced development, the better able you are to step-out-of whatever the constellation of events and feelings are, and make sense of them.

Annie believed that improved thinking can be facilitated through writing, discussions about writings, and shared reflection. In beginning a meeting, she would often share writings from her own journal, inviting other community members to follow her lead and do the same. For example, during one faculty meeting, Annie invited community members to reflect upon how the school's values were actually "implemented" by community members within the school context. Not all members of the faculty embraced this exercise. While some members of the faculty appreciated the opportunity to reflect on larger issues, others did not. Annie was sensitive to the frustrations experienced by some members of the school community; she said (1991):

> Some people [faculty and staff] get very frustrated with me [when she asks philosophical questions] and they say that they want to get on with the day-to-day business. They don't necessarily see the daily connection between these abstract ideas [presented by Annie]. But I'm convinced of the importance of it.

In Annie's view, encouraging faculty and administrators to engage in the process and practices of collegial inquiry helped her and others create a space, an opportunity for individuals -- working in groups, dyads, or on their own, to identify and think about their beliefs, assumptions and values. People were able to address and discuss important and sensitive personal and professional issues in a safe context. One teacher, Kay, commented on Annie's way of creating opportunities for adult development, both personal and professional, in faculty meetings. Kay admired Annie's attention to inviting community members to participate in the meetings:

> She [Annie] uses faculty meetings for that purpose [to support personal and professional development] and professional days. **She puts a lot of thought into meetings and group discussions** on certain issues. **I'm always impressed by that because she** really encourages people to think.

Collegial inquiry is a developmental practice that holds the potential to provide a supportive, safe learning environment for individuals to develop greater awareness of their beliefs and assumptions, and to reflect with others in ways that may allow them to envision alternative ways of thinking, acting or behaving. Through reflection and discussion of thinking and assumptions, people at Gardner Academy had the opportunity to develop new relationships to his or her own thinking. The focus of this initiative was to share one's thinking and assumptions within a supportive context, so that one could become more aware of assumptions, which guide behaviors and deeper thinking.

Reflective Practice a "Rare and Treasured Opportunity": The Changes in Annie's Thinking about Supporting Teacher Learning

> *You [me, the researcher] certainly helped me to think about my actions and meanings. That's a lot of what I value about your work at the school. Usually people have to figure out what they do and mean. They get plenty of help from the outside, but it is often biased and riddled with self-interest. The researcher, observer, seeker of meaning is a rare and treasured colleague -- a tiny window into one's head and heart.* (Annie, 1992)

A particularly powerful finding of this study has to do with the importance of reflective practice for Annie. In her view, reflecting on her practices helped her to become better able to support her own development while attending to the development of other adults in the school.
In this section, I will present Annie's perspective concerning the value of engaging in reflective practice with me during the course of this study. In so doing, I will suggest that the context of reflective practice in which Annie engaged with me appeared to serve as a type of holding environment for Annie within which she was able to reflect upon her own thinking, values, beliefs and practices. My aim here is to briefly highlight some of the benefits of reflective practice and to suggest that this practice holds great potential and high promise for supporting the transformational learning of all adults including school leaders.

Secondly, I will discuss the evolution of Annie's own development during the four years of the research. Annie's leadership thinking in support of teacher learning moved from what she called a "shared and inclusive" vision to a "collaborative" and then to a "participatory" one during this study. In Annie's view, our collaborative research provided a space for her to reflect on her practices. This reflective practice supported her own development by both "clarifying" and "complicating" her thinking. Annie thought that having me become her audience as a learner opened up a space for her to hear herself think and to grow, which she called "a rare and treasured opportunity."

Reflective Practice: An Arena for Development

What does it mean to have a researcher present in the everyday life of a school? What does it mean to have an ongoing dialog with a reflective partner about one's thinking and professional practice? How do such reflective conversations help promote growth? How can we better support leaders so that they might, in turn, be better able to offer and provide support for the growth and development of others?

Reflective practice provided an arena for Annie to examine her own developmental leadership practices and her own thinking about those practices over time. The context of shared reflection in which Annie engaged with me provided a holding environment for her growth and development. My listening and attention to Annie as she reflected upon her thinking and practices in a context that she experienced as being safe provided a holding environment wherein I was able to ask questions of her. The questions themselves seemed useful in facilitating her reflection on her own thinking and assumptions about her leadership practices. The context of reflecting in the company of a reflective partner provided Annie with an opportunity to freely question, probe, and examine her own thinking and assumptions, and test new ideas. Annie said, at the end of this research (1995), that she found the process of having rounds of interviews, separated by time for reflection, to be fruitful and one that allowed her to reflect over time on questions I posed and her responses:

> I especially liked our reiterative process -- talking, reflecting, and talking again. It was helpful to review our [interview] transcripts and, thus, our ideas. Some of the most interesting moments were times when theories seem[ed] to emerge -- like the notion of 'environmental' and 'psychological' development which we explored. I very much appreciated and valued your observations of activities and events. I thought our reflections about control were interesting and informative.

The context of reflective practice seemed to provide Annie with a space to develop a new relationship to her own thinking, to occasionally challenge it and those assumptions which guided her thinking. Over time, Annie seemed increasingly able to entertain new possibilities with regard to new practices or different ways of implementing practices; for example, accepting the notion of leaderless groups producing the school's self study in conjunction with her own initiative of providing leadership roles. Annie developed a new relationship to her thinking about the notion of leadership roles. At times, I was helpful to Annie (as she considered alternative ways of implementing her practices) by asking questions of her which caused her to reflect on her own practices and thinking about those practices. Annie thought of the "questions" I asked about her meaning making behind her own practices as being, "The most fertile nub of the [researching] relationship."

My intention throughout this study was to better understand the way in which Annie thought about her practices on behalf of supporting adult learning. My questions directed toward better understanding Annie's meaning also caused her to elaborate on her existing thinking which, in turn, would often cause her to question practices and ideas implemented on behalf of her own leadership. In Annie's view, my questions served to push her to reflect on her thinking, and sometimes challenge it, by testing out a new way of doing something. Engaging in reflective dialogues with me created an ongoing context within which Annie was able to share and reflect upon her own thinking and feelings. In doing so, she often critiqued her own process and practices. Some questions helped Annie challenge her own assumptions about her leadership practices and thinking. Annie considered it a "gift" to share her thinking in the reflective context created in our interviews and conversations. She said, "...it's really a gift to have someone paying that much attention" to her thinking and actions. Annie stated that my questions helped her reflect on her thinking, beliefs and values--oftentimes causing her to re-think some of her own underlying assumptions.

This research also provided an opportunity for Annie to reflect upon the ways in which adult developmental theory both "informed" and "complicated" the ways in which she thought about providing support to adults in schools at different developmental levels. Annie said:

> ... Adult development really complicates all the ways we typically talk about schools because we say, well, teachers need support, but then if [we try to offer support to] teachers at **different** levels, development needs different **kinds** of support, and it makes everything a lot more complicated.

The opportunity to share her reflections with me also created the opportunity for Annie to talk more about the development she noticed in herself. She shared that, over the time of this study, she noticed in herself an improved ability to reflect upon her work.

Annie said that she believed she had developed the capacity to better separate herself from her work which, in her view, made her more effective. She stated:

> ... I feel really exhilarated by it [this new capacity]. I think it's very helpful. **It means I'm not as tired because I'm not as drawn in emotionally to the issues in the school.** I think it means I can be more effective, and I'm having a lot more fun.

In reflecting upon the way in which Annie saw herself in relation to her work (before developing this capacity), Annie said:

> ... I was **highly identified with people's evaluation, external evaluation of me and that my needs for positive affiliation were very loud.** And it also meant that my sense of self was very much tied up in my work position, success and so forth.

Annie contrasted her past way of experiencing her work with her newer way of experiencing her work and her position:

> And what I feel now which only, I can only understand in terms of transition to the next step which is between the conscientious and the inter-individual is that I am increasingly in touch with my own evaluation of self, and I feel a general sense of internal competence separate from what other people may judge. **I also feel like I am much clearer about seeing the boundaries of other people, and that means**, [pause], **I have more resources for helping them.**

When asked during the second year of the study (1992) about how my presence as a researcher might be influencing Annie's behavior, if it did, Annie responded that she saw my presence as affecting her in several ways. She said my presence caused her to be more "self conscious" of her own actions than she would normally be, and it also allowed her to re-focus her attention away from herself--since she knew that I was observing her. My presence did not however, in her view or awareness, cause her to do or say things that she would not normally do or say. She said:

> I think that when you initially are in a meeting or following me or sitting with me or even talking with me, like now, I think there's a level of natural self-consciousness, because I'm not used to having, that level of scrutiny. On the other hand, since I have a fairly strong alter ego, myself, **and I'm often watching what I do, it's not so much different from what I normally do, and, in fact, gives my alter ego a certain amount of respite so that I don't need to do it because I can count on you to do that for me.**

Annie then shared three of the positive effects she experienced by participating in this research process. Annie said she appreciated the opportunity to learn about my general observations during meetings or events that I observed as a researcher. She valued the reflective context provided by a reflective partner. She also said that she found that my presence caused her to more closely observe herself and her own actions in the school. Lastly, she said that she appreciated the opportunity to answer my questions after observations when we engaged in "debriefing" conversations. She said:

> I think that over time, in a meeting, or over time in a school year that self-consciousness dissipates and then I think there are **two effects which I would say are extremely positive. One** is that **it's very helpful to have someone else reflecting on your behavior.** And that's a gift. And, so that's something that I really value. **And the other thing** is it does, it, [pause], it **intensifies my own natural intention to monitor and observe what I do. And so it reminds, it serves as a reminder that I have to be,** [pause], **conscious about both planning and executing what I'm doing. Also, another thing that it does**, [is] ... it really, makes [me] be **accountable** for the connections between activities so that you don't see things necessarily as discreet.

Annie stated that she valued the opportunity to engage in reflective practice and thought that it was "really important" to reserve time for reflection. As a school leader, she thought that the demands of the position made it easy to become, "... so bombarded with input that it's easy to get lost in the input. And there's many things you're required to do at the same time." Engaging in reflective practice with me and with the school psychologist seemed to create for Annie the time needed to reflect upon her own actions and interactions, to consider her own assumptions and ideas for change in her leadership practices.

During the second year of this study (1992), Annie shared a few more of the benefits she experienced from having a researcher with a focus such as mine present at the school. She said that she viewed the research work as:

> An opportunity to learn about leadership and community. I'm interested to know the things I do or don't do and how they are perceived by me and by various other levels of colleagues at the school, for example, administrators, faculty, staff, coordinators, etc.

After formal completion of the study (1996), I once again invited Annie to share her reflections about any possible effects of having me present in the school as a researcher. She cited a few more of the specific ways in which our research work influenced and helped her thinking and reflective process:

> [Here are some of] the ways in which my thinking about leadership, especially in support of adult development, has changed during our work together. First and foremost, I think our collaboration has kept these issues at the center of my thinking. It is easy to get absorbed and overwhelmed by the immediacy of the moment-to-moment life in schools. Working with you has both given me the opportunity to reflect on practice and to think about leadership and particularly leadership in support of adult development. ... Working with you has been valuable in this regard because I can talk and think baldly and boldly about adult development and know that you understand that such talk and action is both important in its own right and vital for children.

Annie believed that reflective practice was not only valuable for her as school leader, but also valuable for other community members as well. She said that she thought being "reflective" was,

> ... Very, very valuable to people throughout the school, not only me, to have someone come in and, and, just give them some sense of what they see, what they're impressed with, because, you know, teachers work in a vacuum a lot times, and it really helps them. Especially from an outsider.

Annie commented that at first community members "paused" when they learned that I would be conducting research at the school. However, Annie stated that the community soon began "to take a healthy pride" in being part of the research process conducted at the school. Annie said, "More generally, I believe people who participated felt validated by the very process of participation" in the research study.

When I asked Annie questions, she sometimes found it valuable to first provide a brief, in-the-moment response, only to later return to the question after having some time to reflect privately on the question or the issues it raised for her. She said:

> And my own perspective is I'm more interested **in the questions you can ask me** that make think about what about I do than that tell me what I did 'cause I think I've got a pretty good idea mostly. Or telling me what I do which is something that I've been blind-sided by, so we aren't learning is what I'm interested in. **Because, the latter really only forces me to reflect on things** I've already talked about in terms of my values. **So the trick answer is to reflect back behaviors that correspond with my values,** that's why I said let me give you a **superficial answer.** And then, **let me really think about it**.

In addition to the reflective context in which Annie engaged with me, Annie expressed feeling "safe" in also sharing her reflections with the school psychologist. Annie's weekly meetings with the psychologist were an opportunity for her to further examine her own assumptions, thinking, decisions, concerns, and practices. Annie found her opportunities to respond to questions posed by me "thought-provoking;" in fact, during interviews Annie would occasionally state that she came to new realizations about her thinking and practices after articulating her thinking for me. Annie stated that she believed the experience of working with a researcher had been "very rich" and that "it helped" her "to reflect on things."

In reflecting on her own development during the course of this study, Annie said that her view of herself had changed. She shared the following:

> As for my views of myself, I am a more confident leader, thanks in part to the affirmation you have provided me. I am a more humble leader. I am a more collaborative leader. I am a more realistic leader. I am a more and less powerful leader. I am more seeped in paradox and willing to be.

Near the end of this study, I requested that Annie share her reflections about if and how our work together -- and the context of reflective practice -- helped encourage and move her thinking. Annie said that the effect of my presence was, for her, similar to the effect the associate teachers appeared to have on the mentor teachers. She shared the following:

> My investment in your learning and thus in my practice in the service of your learning pushed me to do the best job I could when you observed. It forced me to reflect aloud on my practice and purpose. It creates a helpful self-consciousness that enables growth. Very practically, I loved the ideas, books, articles, thoughts you carried with you between your school and mine. You offered an intellectual lifeline that is not part of the insular life of a school leader. I loved that. And you kept me in touch with my desire to learn. I have often said and felt that schools can be 'anti-intellectual' environments. You brought ideas with you and I was nourished as a result.

The process of research and the context of reflective process seemed to provide Annie with a respite, a place for reflection upon her own learning and thinking about her developmental leadership practices. It was a reciprocal learning experience. Annie said the following about this shared attention:

> I loved the fact that you were interested in me as a person and as a leader. In schools, people more often take than give to the school leader. I felt you took a lot, but you gave a lot in return. The relationship, then, was more reciprocal than most relationships in schools can be for the school leader.

The Changes in Annie's Thinking about Supporting Teacher Learning

In this section, I will highlight the changes observed in Annie's thinking about her developmental leadership theory and also emphasize, where appropriate, some of the corresponding changes reflected in her initiatives. Toward that aim, I will discuss the ways in which Annie's expressed thinking regarding her notions of *how* sharing and including others in her leadership changed during three phases of this research study. I refer to these phases as the "early period of the study," "middle period of the study," and "later period of the study." The two elements, sharing and inclusiveness, relate to the ways in which Annie practiced the sharing of her leadership in the school with an aim toward including others and inviting them to have a voice and participate in the evolving conversation.

The Early Period of The Study: "Shared and Inclusive" Leadership

In 1991, during our first conversation, Annie described her thinking about her leadership as operating "on two levels, the way I would like it to be, and the way it actually is." She sought to involve others in leadership by inviting them to share ideas during work in teams and by delegating responsibility. She introduced new ideas in faculty, Educational, and Administrative Team meetings by "throw[ing] a lot of balls up in the air and see[ing] how people respond to them."

In her first years as school leader, Annie took on the huge tasks of reinvigorating the faculty, reshaping the culture of divided constituencies into a culture of collaboration, and building trust. Though endowed with "high energy," Annie admitted that at times she felt:

> ...Overwhelmed by the enormity of things that come in [her] direction. Therefore, I don't always respond as well as I would like to be able to. I can also lose perspective because I get tired and because too many things come at me at once. I can be impatient. I can be overly demanding so that people don't have enough space to reach their own height. My standards for people's performance are extremely high, and sometimes it's hard for people to rise to them.

While working on a long-range planning committee composed of faculty, trustees, and administrators in 1991, Annie described her leadership style as "emerging" as she became more and more interested in learning from others and in listening to others' opinions and feedback while leading them. She cultivated her ability to take others' opinions into account before making a decision or taking action. Learning from others helped Annie to "change course." Involving others in decision-making also helped to get others to "own" projects such as the long-range plan. When the long-range planning committee met with the board of trustees, she spoke about the process in this way:

> The members of the committee [presented] the plan. I was not presenting. I watched people grow in their ownership as they had to respond to other questions. And I think [that's the]

> right [approach] if the plan is going to be successful. My passion is going to be important, but other people's passions are going to be just as important.

Through such activities Annie saw herself as "giving people actual opportunities to take a real [leadership] role" and grow form the process.

Annie recognized that she was improving and learning and growing from her mistakes as well as from her successes:

> I used to say that my leadership style was thriving on chaos--that I throw a lot of balls up into the air, and keep the pot being stirred and see where the balls and the soup landed. And people were telling me that it got too busy and too chaotic, and so I tried to be a little bit more planful. But I still find that what I experience is that an idea gets begun and we begin working on it and it has ramifications that we didn't anticipate.

Having learned that her pace was often too fast for others and that it was sometimes it was difficult to envision the ramifications of specific implementations of changes, Annie tried to be more "planful" herself and to slow her pace to match the community's needs.

Annie's desire and ability to reflect upon her own practice and to learn from her experiences helped her to be better able to function as the school's leader. Her leadership style was altered depending on the needs of her publics and the situations she encountered. She understood that her interest and desire to change the school for the better needed to be adjusted to fit the needs of the school community. When Annie "throws a ball up" for a new idea, she waited to see "who catches the ball," meaning who in the community was interested in taking responsibility for the event or idea. The person who was interested in the idea or innovation was then be given responsibility for carrying the idea through; however, Annie did check-in with the person to see how things were going. Although a member of the community may have had responsibility and authority for instituting an idea or innovation, Annie, as head of school, nevertheless, felt that she was "ultimately responsible" for success or failure. She stated (1991):

> That's maybe why I, that's partly why I feel this job [as head of school] is so hard because, even if somebody else is doing something I still feel ultimately responsible and if, in the event a mess gets made, I am responsible.

While implementing changes oftentimes led to great successes (e.g., successful implementation of an integrated curriculum), there were times when such implementations had unforeseen problems. Though others shared in the leadership by contributing to the development and implementation of ideas and changes, Annie believed she was "ultimately responsible." Few would argue against her point.

Sharing and including others in leadership took many forms in the school and it changed over time. As another example, Annie and the other administrators thought it would be a good idea to incorporate other forms of assessment into the school. The idea was presented at a faculty meeting where members of the school community were invited to share their thinking about the possibility of incorporating alternative forms of assessment into the school.

In this meeting, Annie invited community members to "brainstorm" ideas. This technique was one in which meeting participants were encouraged to share their thinking, however uncertain, impulsive or even absurd they thought it to be, in a public forum. Brainstorming was also a form of collegial inquiry where, in this case, voiced thoughts concerning the idea of assessment and the community's responses to specific sentence stems were written on an easel pad placed at the front of the room for all to view and build upon. Developmentally speaking, this reflective process was also helpful in that it could increase people's awareness of their own

thinking, ideas, perspectives and assumptions. Annie (1991) described the process of inviting faculty to contribute and share their thinking about the new idea:

> We did a brainstorming session [at the start of the faculty meeting] and then we did a free write, we wrote about, we started with the question, 'My biases toward assessment are?' And then we did the type of reporting we should give to parents based on [the sentence stem] 'My biases are?' And then the first thing that they [the faculty] had to do was reveal what ambivalence came up based on the two questions and people talked about the conflicts they were feeling and then we brainstormed, 'What were the questions and issues?' And one person [a teacher] stood up at the blackboard and other people just talked about them [their biases].

Brainstorming was a form of the collegial inquiry staff development initiative Annie employed to encourage others to reflect on their own thinking and biases and then to share their private thinking with the school community. It was a way in which communications concerning a new idea or change could be shared so that the community's feedback could be incorporated into making the decision regarding the idea. Early on, Annie spoke of the difficulties with this form of staff development. She stated, "It was very hard to get people to brainstorm because they wanted to just jump in and discuss right away, but there was pretty good thinking going on."

Annie's leadership focused on sharing thinking and encouraging reflection through brainstorming activities as well as journal writing and other forms of staff development. Learning to participate effectively in these types of reflective activities was process-oriented. The community had, over the years of this work, adjusted to using writing and brainstorming as vehicles for facilitating reflection both as a community and privately.

The Middle Period of the Study: Leadership as "Collaboration" and Raising People's Consciousness

In the spring of 1992 Annie spoke of her leadership as being "collaborative" rather than "inclusive." Although she continued to include people in her leadership practices and decision-making, she found that sharing her leadership was enormously time-consuming. Because of the multitude of tasks she faced each day and the levels of confidentiality required by some situations, it was impossible to include everyone in her leadership at all times. However, she tried to ensure that community members felt they had input into the decisions that affected their daily lives at the school. Maintaining a balance between sharing information and preserving appropriate confidentiality required Annie to exercise her judgment as to what was best for everyone at the school.

Her hope was that, "At least in these decisions [which affect the daily lives of the members of the school community] people feel that nobody's making a decision that directly affects them -- without any kind of leeway for their voice." Annie elaborated on the "trickiness" of including others by sharing an example of a serious situation to which she and the upper and lower school directors had been devoting much attention. She described the delicateness of the situation and her decision not to open the conversation to the larger school community in order to protect the family and the children involved:

> It's tricky [to decide who to include in issues]. I was telling you about this parent conference which is a bigger part of a very serious set of issues that have been going on here for about 10 days and the issue of who to tell [about the situation] came up. At one point, it was even suggested that, since we're a small community, that I tell everyone what was going on in a faculty meeting. And, there is a case where I made the decision not to [tell the larger community] because I wanted to protect the family and the children. But some people out there may have experienced it as exclusion.

Annie's primary influence in these types of decisions was her own value and belief system: it was most important to protect the family and the children by not sharing the information. She said, "So, sometimes you deliberately exclude for a reason, because the value that you're excluding for is the higher value than inclusion; but it's hard to say how people will feel about it."

Annie's awareness of the complicated nature of such decisions, and her sensitivity as to how others may feel if they experience this form of not sharing as "exclusion" made these types of decisions particularly difficult; but at the same time, she knew they were necessary. In these situations, Annie made her decisions with respect to privacy and confidentiality:

> I just feel, in general, when you have an issue that has to be confidential, the less you, the fewer people you tell about it, the more likely it is to remain confidential. It's a hard call. Sort of a need-to-know question.

In a document created by the school community for evaluation by the National Association of Independent Schools (NAIS), a statement was found which emphasized the importance of sharing and including others in the leadership of the school. It read:

> Because the school has a culture of collaboration, there are no rigid hierarchies among administrators. Typically, we make decisions by agreement among the people most directly involved and/or responsible. The head assumes ultimate responsibility for the decisions of the school and their consequences (1993, p.105).

Another example of Annie's leadership efforts to support teacher learning during this period had to do with the set of goals the school community collaboratively established when working on the 'self-study' document prepared for the evaluating committee (from NAIS). Presented here will be an abbreviated part of the case illustrating the way in which Annie viewed her leadership as being collaboratively supportive of the community's development.

One of the many tasks for completion of the self-study document included developing a vision and/or a set of future goals. On an in-service day, prior to the meeting referred to herein as an example, Annie shared her thinking about goals she thought were important for future success. She told the faculty and community members that her "...thinking comes out of what I read, what I feel, and what I hear." Annie told the community that she would, in the planned meeting, be inviting them to contribute their thinking about "what they believed the future goals should be." Annie said that the faculty then informed her that they might have other ideas to contribute to the list. They wondered whether it would be okay if their ideas did not match Annie's. Annie reassured that would be fine, and that what she was doing was basically "sharing her thinking" about ideas that she believed were important to have as goals for the future.

At the planned (second) meeting, Annie invited faculty to reflect privately and in small groups as to the goals for the future that they would like to be working toward (an example of collegial inquiry). After some time, a teacher began facilitating a brainstorming session during which individual faculty members were invited to share their wishes for future goals with the school community. The teacher facilitating discussion wrote down suggestions on an easel note pad located at the front of the meeting room. Annie also contributed to the ongoing conversation by sharing her wishes for goals for the future.

Annie demonstrated a collaborative style of leadership in this example. Raising the consciousness of the community was Annie's aim. Her efforts to involve community members in reflective practice and collegial inquiry resulted in a collaboratively established, and evolving, list of goals for the future of their school. During these years of the research study, Annie

changed her practices specifically relating to her developmental interests in providing others in the community with leadership roles and experiences. I will highlight the changes in Annie's thinking and practices in the next section.

1) *Changes In the Initiative of Providing Leadership Roles*

Annie's interest in greater collaboration and listening more closely to the voices of the community played itself out in many ways. An example of one observed change in Annie's leadership practice which she attributed to her own reflective practice had to do with her initiative of providing community members with leadership roles. During the early period of this study, Annie invited community members into leadership roles with great frequency. This leadership practice changed over time in conjunction with Annie's reflections on the practice. Annie's newer thinking about the ways in which some community members might have been experiencing leadership roles caused her to sometimes provide the roles (so highly valued by Annie), but less frequently. Annie's newer thinking made her look more closely at and listen more keenly to and communicate more frequently with a candidate for a leadership role, to assess whether it was a good idea for that person to take on the leadership role at that time.

Annie discussed this practice of providing leadership roles and her thinking behind it in interviews and conversations with me many times. She eventually decided that when inviting the community to work on producing the school's self study, it would be better to invite individual groups to decide for themselves whether or not they would elect a leader or operate as "leaderless." In the case study example, Annie was acting on her newly developed thinking with regard to her initiative of providing leadership roles. Annie said that the opportunity to reflect on this practice and other development leadership practices provided her with a context to explore her own thinking and assumptions with a reflective partner, who in this case turned out to be me. In some cases, after a period of reflection, Annie altered her developmental practices. In other cases, it seemed that the context of reflection helped Annie to come to a new relationship to her own thinking and practices. Reflective practice seemed to provide Annie with an opportunity for elaboration on her thinking, evaluation of her own assumptions, and an opportunity to share her articulated thinking with another person.

The Later Period of the Study: "Participatory" Leadership

In 1994, as a result of feedback from formal evaluations and from informal conversations Annie felt a "need to change [her] leadership practices" in support of adult development in the school. Having served as head of school for several years, she felt that she wanted to incorporate a new way of leading this community based upon her newer thinking. She had successfully implemented many of the ideas and changes initiated throughout her early years as head. Annie's interest in using theory to inform practice was still paramount for her in her leadership practices in support of adult development. However, she stated, "... after [several] years, it's beginning to feel like I need a **booster shot** of ideas, and I'm going to be very interested to watch where that comes from." In preparation for making more "space" for the "voices of the faculty and staff," Annie paid closer attention than ever to the directions in which the faculty and staff wanted to see the school move. She stated (1994):

> ... One of the things I want to do is **listen**. Not that I haven't been doing it all along, but listen **differently** to the ideas so that I can begin to see where the **faculty and staff** would like the school to go next, especially the new people who come in and react to the way things are here.

In her beginning years as school head, Annie believed that she had sufficient knowledge of and good vision for the direction in which the school needed to move.

Still intensely committed to "collaboration," she read more widely than ever for new ideas and began to look to the faculty and community more often for their ideas for improvement. The demands of running a capital campaign, which compelled her to attend less to some of the day-to-day operations of the school gave her an opportunity to "make more space for the voices of the faculty and staff." At that point in her tenure as head, she believed that strong values for "open, honest communication," a culture of trust and collaboration, an innovative curriculum, a strong work ethic, and where standards for excellence were fairly well established, that it was time to focus on listening "differently" to the ideas of faculty and staff. At this point, the Summer of 1994 after receiving feedback from faculty and having had a chance to reflect on it, she sought to "... move from a [focus on a] community of learners to a community of learners and leaders." However, she found that most faculty sought leadership roles that involved a narrower focus, one limited to the classroom and interactions with other teachers and children. They wanted to be "**teacher**-leaders, **not** leaders who are teachers."

Annie did allow faculty and staff more time to think about their own ideas. By listening closely and "not responding right away," she sought to give people more time and space to "develop their own styles." As a result, Annie employed collegial inquiry more often. Annie also made efforts to improve in sharing her thinking with others in such a way that they felt part of a process. She recalled meeting with one teacher who "was very **adamant** about something I had done. So I took the time to explain how I got from point A to point Z and she said, 'Oh, **now** I understand, that makes sense!'"

Annie realized that as head of school she had a unique schoolwide perspective whereas teachers in particular were "coming out of a near, **narrow** set of, experiences from within their classrooms." Annie sought to inculcate a more "global perspective" while empathizing with these narrower perspectives. In order to practice "participatory" leadership, she felt it was necessary to:

> ...Try to get as many people involved in that **vision as you can**, so that they can respond, not only out of their **own** perspective, which is important, and you can respond, not only out of their own perspective, which is important, but that **both** of you can then put those put perspectives aside and sit, for a moment, with a larger perspective.

Annie viewed participatory leadership as a way to decrease isolation, promote collaboration, and an environment supporting the development of both adults and children. "I know participation is linked to ownership, and ownership to effectiveness." She wanted others in the community to feel "proud" of their own leadership. Annie believed that school environments can not only support development of adults and children, but that these environments can also "... Almost supersede your development if the ingredients are right." Her hope was that through her participatory leadership she and others were creating an environment which had the correct ingredients for growth. Annie (1995) shared her reflections on the importance of using theory to inform her practice as school leader. She believed it was important to have a rich theoretical base of ideas from which to work. By 1995 Annie saw her leadership style as moving "between theory and practice," bridging both. The changes in that style reflected her changing understandings of the school community needs as well as her ongoing assessments of her own needs for change and growth. As the texture of her thinking became richer and her notion of inclusiveness expanded, her initiatives to provide others with leadership roles evolved, as did the quality of her interactions with other community members.

Summary

Annie cultivated a developmental stance toward leadership within the Gardner Academy community. Her knowledge of adult development appeared to help her understand and

appreciate the ways in which an individual's major preoccupations (strengths and limitations to each developmental level) and assumptions might influence his or her ways of knowing. Such knowledge appeared to inform Annie's thinking, most often when considering how to support and "hold" individuals as they grew and developed. "A holding environment must hold - where the holding refers not to keeping or confining but to supporting ... the exercise of who the person is" (Kegan, 1982, p.162). Annie seemed to be aware of the importance of creating a holding environment that supported both individuals and the school community. The new selves developing within this holding environment could be recognized within the school context and in the psychological "holding" provided by Annie and other community members. Annie appeared to support growth and development in all four of the ways mentioned in the literature review, and she was also supported in her own development by engaging in a process of reflective practice with me, Gardner Academy's school psychologist, and her colleagues.

Some of Annie's initiatives focused on joint inquiry into a problem, a misunderstanding, or an idea. In other initiatives, the focus was to create a supportive context within which community members could became more aware of their own thinking and assumptions; they would participate in writing and other activities designed to help examine the thinking and assumptions that guided their behaviors and actions. Other initiatives included shared discussion toward decision-making, mentoring within the context of a longer term relationship, and collegial inquiry into practices. Developmentally speaking, Annie appeared to create a safe environment within which she and other community members could reflect openly and challenge organizational norms and share thinking about the meaning of school values. These discussions held the potential for development of the mind in that community members were asked to share perspectives, consider alternative ways of understanding, and challenge each other's thinking.

A particularly powerful finding of this study had to do with the importance of reflective practice for Annie. In my own work as a researcher over time with Annie, an ongoing context for reflection was created. This context for reflecting on her own professional thinking and practice, not unlike the similar context she provided for school faculty and administrators, encouraged and supported Annie in reflecting upon and altering her own theoretical frame and some of her leadership practices and thinking. This new, interesting, and compelling insight into how a principal herself can grow and develop, both professionally and personally, from ongoing reflective practice conducted while she actively and thoughtfully participated in longitudinal research that studied support for growth and development of adults in her school was most impressive, if not inspiring.

Research and Educational Implications

This study illustrates a qualitatively different way of thinking about staff development. Annie employed her initiatives in a way that was directed toward transformational learning; she gave attention to supporting the ways in which adults of her school community made sense of their experience, and she also provided developmental supports to individuals as they engaged in these initiatives. Annie, most often, seemed aware of the interplay between a person's developmental capacity and their readiness to engage in initiatives aimed at development of the mind.

I have drawn attention to a new way of re-viewing leadership practices and staff development models. The lens of constructive developmental theory helps in understanding that some models of staff development appear to be more "informational" than "transformational," in Kegan's terms, depending upon how they are implemented in a school. In so doing, I have suggested that supporting adult development, can be better achieved through leadership practices which consider and take constructive developmental theory into account. This theory provides a foundation for considering practices that would support transformational learning and development in adults. It highlights the notion that adulthood is not simply an end-stage reached

in a person's twenties; adults continue to develop as they progress through qualitatively different stages of meaning-making. The growth processes which schools and teachers are trying to support in the young are also processes that can continue as well in adults as they journey through adulthood.

Since adults continue to grow and develop while working in schools, school leaders enjoy a special challenge and opportunity when they consider how their leadership practices might support the development of the adults as well as the children. The theory suggests that in school organizations, above all, the most consistent way of thinking about the professional growth of the adults in the organization is through a model that is actually similar to the model that the school organization appears to use in thinking about the growth and development of the children.

School organizations and school people do not only take an informational model to our educational goals for children. Instead, we employ transformational models for growth and development as well when educating our children. One of the promises that grows out of constructive developmental theory is the notion, especially in schools for the young, that staff development (and other leadership initiatives directed toward adult development) can be looked at in a way that is consistent with the vision, transformational learning goals, and considerations that are used with respect to the children themselves.

A key contribution is that a principal's reflective practice was found to facilitate her own growth and development while working to support the growth and development of other adults in the school community. This study illuminates three initiatives as *models* for implementation in schools. It suggests how leadership can better promote adult development by creating an organizational context, culture, and climate within which teachers, administrators, and parents are supported in their development. The use of reflective practice for principals is more than new and interesting, it also illuminates and demonstrates the linkages between adult development and leadership theories within the school context and culture. Researchers, developmental psychologists, school reform leaders, as well school principals, teachers, and children and all students of adult development will benefit from this work.

References

Barth, R. S. (1990). Improving schools from within: Teachers, parents, and principals can make the difference. San Francisco: Jossey-Bass.

Barth, R. S. (1980). Run school run. Cambridge: Harvard University.

Becker, H. S. (1990). Generalizing from case studies. In E. W. Eisner & A. Peshkin (Eds.), Qualitative inquiry in education: The continuing debate (pp. 233-242). New York: Teachers College Press.

Bird, T. D., & Little, J. W. (1983). Finding and founding peer coaching. Paper presented at the Annual Meeting of the American Research Association, Montreal, Canada.

Bolman, L. G. & Deal, T. (1995). Leading With Soul: An Uncommon Journey Of Spirit. San Francisco: Jossey Bass.

Brookfield, S. D. (1987). Developing critical thinkers: Challenging adults to explore alternative ways of thinking and acting. San Francisco: Jossey-Bass.

Cone, G. P. (1992). Teachers as learners in the classroom: Factors that affect professional development. Unpublished doctoral dissertation, Harvard University.

Courter, R. L., Ward, B. A. (1983). Staff development for school improvement. In G. A. Griffin (Ed.), Staff development: Eighty-second yearbook of the national society for the study of education (pp. 185-209). Chicago: University of Chicago Press.

Daloz, L. (1986). Effective teaching and mentoring: Realizing the transformational power of adult learning experiences. San Francisco: Jossey-Bass.

Danielson, C. (1996). Enhancing Professional Practice: A Framework for Teaching. Virginia: Association for Supervision and Curriculum Development.

Darling-Hammond, L. (1999). Target time towards teachers. Journal of staff development, 20, 31-36.

Darling-Hammond, L., & Sclan, E. M. (1996). Who teaches and why: Dilemmas of building a profession for twenty-first century schools. In J. Sikula, T. J. Buttery, & E. Guyton (Eds.), Handbook of research on teacher education (pp. 67-101). New York: Simon & Schuster.

Drago-Severson, E. (1994). What does 'staff development' develop?: How the staff development literature conceives adult growth. Unpublished qualifying paper, Harvard University.

Drago-Severson, E. (1996). Head-of-school as principal adult developer: An account of one leader's efforts to support transformational learning among the adults in her school. Unpublished doctoral dissertation. Cambridge: Harvard Graduate School of Education.

Elfenbien, I. M. (1978). Participant, instructor, planner: Perspectives on the teachers' role in in-service education. Washington, DC: Eric Clearinghouse on Teacher Education. (Eric Document Reproduction Service No. ED 161 875)

Evertson, C. M. (1986). Do teachers make a difference? Issues for the eighties. Education and Urban Society, 18 (2), 195-210.

Glickman, C. (1990). Supervision of instruction: A developmental approach (2nd ed.). Boston: Allyn & Bacon.

Glickman, C. D. (1985). The supervisor's challenge: Changing the teacher's work environment. Educational Leadership, 42 (4), 39-40.

Gould, R. L. (1978). Transformations: Growth and change in adult life. New York: Simon and Schuster.

Guskey, T. R. (1999). Evaluating professional development. Thousand Oaks: Corwin Press.

Hargraves, A., & Fullan, M. G. (Eds.). (1992). Understanding teacher development. New York: Teachers College.

Hersey, P. (1984). The situational leader. New York: Warner Books.

Howe, H. II. (1993). Thinking about our kids: An agenda for american education. New York: The Free Press.

Howey, K. R. (1985). Six major functions of staff development: An expanded imperative. Journal of Teacher Education, 36 (1), 58-64.

Johnson, S. M. (1990). Teachers at work: Achieving success in our schools. New York: Basic Books.

Kegan, R. (1995). Giving voice to our hidden commitments and fears: A conversation with Robert Kegan. Harvard Educational Letter, January/February, 1995.

Kegan, R. (1994). In over our heads: The mental demands of modern life. Cambridge: Harvard University.

Kegan, R. (1993, April). [The adult at work]. Unpublished lecture: Harvard Graduate School of Education.

Kegan, R. (1982). The evolving self: Problems and process in human development. Cambridge: Harvard University.

Kegan, R., & Lahey, L. (2000, in press). Seven discourses for development. San Francisco: Jossey-Bass.

Kegan, R., & Lahey, L. L. (1984). Adult leadership and adult development: A constructivist view. In B. Kellerman (Ed.), Leadership (pp. 199-230). Englewood Cliffs, NJ: Prentice-Hall.

Levine, S. L. (1989). Promoting adult development in schools: The promise of professional development. Boston: Allyn and Bacon.

Levine, S. L. (1993). Reflections on school leadership: Perspectives on change. Independent School, 15 (2), 25-28.

Levine, S. (1985). Translating adult development research into staff development practices. The Journal of Staff Development, 6 (1), 6-17.

Levine, M. & Trachtamn, R. (Eds.). (1997). Making professional development schools work: Politics, practice, and policy. New York: Teachers College Press.

Lieberman, A., & Miller, L. (1991). Revisiting the social realities of teaching. In A. Lieberman & L. Miller (Eds.), Staff Development for education in the '90s: New demands, new realities, new perspectives (pp. 37-60). New York: Teachers College Press.

Lieberman, A., & Miller, L. (1992). Teachers - their world and their work: Implications for school improvement. New York: Teachers College.

Lightfoot, S. L. (1983). The good high school: Portraits of character and culture. New York: Basic Books.

Little, J. W. (1984). School success and staff development: The role of staff development in urban desegregated schools. Final Report to the National Institute of Education. (Eric Document Reproduction Service No.ED 206 445)

Miles, M., & Huberman, A.M. (1984). Qualitative data analysis. Beverly Hills: Sage.

Miles, M., & Huberman, A.M. (1994). An expanded sourcebook: Qualitative data analysis. Thousand Oaks: Sage.

Oja, S. N., & Pine, G. J. (1989). Collaborative action research: Teachers' stages of development and school contexts. Peabody Journal of Education, 64 (2), 96-115.

Oja, S. N., & Smulyan, L. (1989). Collaborative action research: A developmental approach. New York: The Falmer Press.

Owen, J. M., Loucks-Horsley, S., & Horsley, D. L. (1991). Three roles of staff development in restructuring schools. Journal of staff development, 12 (3), 10-14.

Renyi, J. (1996). Teachers take charge of their learning: Transforming professional development for student success. Washington, DC: The National Foundation For The Improvement Of Education.

Roth, R. A. (1980). Individualized staff development programs for competency development: A systematic approach. Lanham, MD: University Press of America.

Ryan, R. L. (1987). A study of the continuing education of teachers. Santa Barbara, CA: Univ. of California.

Sarason, S. B. (1982). The culture of schools and the problem of change. Boston: Allyn & Bacon.

Sarason, S. B. (1995). Revisiting the culture of schools and the problem of change. New York: Teachers College Press.

Scott-McDonald, K. V. (1989). Dimensions of principal effectiveness in jamaican primary level schools: An ethnography. Unpublished doctoral dissertation, Harvard University.

Seidman, I. E. (1991). Interviewing as qualitative research: A guide for researchers in education and the social sciences. New York: Teachers College Press.

Sergiovanni, T. J. (1995). The principalship: A reflective practice perspective. Needham Heights, MA.: Allyn and Bacon.

Sparks, D., & Richardson, J. (1997). A primer on professional development. Journal of staff development, 18, 1-8.

Sykes, G. (1996). Reform of and as professional development. Phi Delta Kappan, 77, 465-467.